DOCUMENT RESUME

ED 337 546 UD 028 307

TITLE	Career Awareness Program for Bilingual Haitian and Hispanic Students (Project CAP), 1989-90. Final Evaluation Report.
INSTITUTION	Council of New Jersey State Coll. Locals.
PUB DATE	Aug 90
CONTRACT	T003A90330
NOTE	14p.
AVAILABLE FROM	New York City Public Schools, Office of Research, Evaluation, and Assessment, 110 Livingston Street, Room 732, Brooklyn, NY 11201.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Bilingual Education; Career Counseling; Curriculum Development; English (Second Language); Extracurricular Activities; Food Service; *Haitian Creole; High Schools; *High School Students; Language Arts; *Limited English Speaking; Mathematical Applications; Native Language Instruction; Program Evaluation; *Spanish Speaking; Urban Education; *Vocational Education
IDENTIFIERS	*New York City Board of Education

ABSTRACT

The New York City (New York) Board of Education's project, Career Awareness Program for Bilingual Haitian and Hispanic High School Students (Project CAP), at two high schools in Brooklyn completed its first year (the 1989-90 school year) and was evaluated. The Prospect Heights High School offered a pilot program that included occupational education (food management), survival skills mathematics, career awareness, and extracurricular activities to all participants. Limited activities were provided at George Wingate High School due to the retirement of the assistant principal for foreign languages. Project staff at that school met with groups of students after school. The evaluation found that Project CAP served 497 students and was only partially implemented. Late receipt of funding delayed delivery of computers and instructional materials. Project participants received instruction in English as a second language, native language arts (NLA), and career education. The project met its objectives for attendance, field trips, and career conference activities. It partially met its objectives for content area subjects and dropout prevention. It failed to meet its objective for NLA, and one objective for staff development. Other objectives could not be assessed. (JB)

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OREA Report

CAREER AWARENESS PROGRAM FOR BILINGUAL
HAITIAN AND HISPANIC STUDENTS
(PROJECT CAP)
Grant Number: T003A90330

1989-90

FINAL EVALUATION REPORT

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FINAL EVALUATION REPORT

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8/90

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CAREER AWARENESS PROGRAM FOR BILINGUAL HAITIAN AND HISPANIC HIGH SCHOOL STUDENTS
(Project CAP)
1989-90

SUMMARY

- The Career Awareness Program (CAP) was only partially implemented. Late receipt of funding delayed delivery of computers and instructional materials. Project participants received instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), and career education.

- Project CAP met its objectives for E.S.L., attendance, field trips, and career conference activities. It partially met its objectives for content area subjects and dropout prevention. The project failed to meet its objective for N.L.A. and one objective for staff development. OREA was unable to assess one objective each for attitude toward cultural heritage, attitude toward school, staff development, and parental involvement.

The Career Awareness Program for Bilingual Haitian and Hispanic High School Students (Project CAP) completed the first year of a three-year Title VII Elementary and Secondary Education Act (E.S.E.A.) funding cycle at Prospect Heights and George Wingate High Schools in Brooklyn.

Prospect Heights High School offered a pilot program that included occupational education (food management) and survival skills mathematics; it also offered career awareness and extracurricular activities to all participants. There were limited activities at George Wingate High School. The retirement of the assistant principal for foreign languages impeded program implementation. Project staff at that school met with groups of students after school.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Implement the full range of proposed activities at George Wingate High School.

- Provide appropriate data for OREA to evaluate all objectives.

ACKNOWLEDGMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Research, Evaluation, and Assessment.

Additional copies of this report are available from:

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Career Awareness Program for Bilingual Haitian and Hispanic High School Students (Project CAP). Project CAP completed its first year of funding under Title VII of the Elementary and Secondary Education Act (E.S.E.A.). It operated at Prospect Heights and George Wingate High Schools in Brooklyn. Project CAP provided instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), and career education to Haitian-Creole and Spanish-speaking students of limited English proficiency (LEP).

PARTICIPATING STUDENTS

The project served 497 students to the program during the year. Of this number, 46 attended both semesters, 225 attended fall only, and 226 attended spring only. (Total fall attendance was 271; total spring attendance was 272.)

STAFF

The project director was fluent in Haitian Creole and French. She had worked at George W. Wingate High School for more than ten years as a grade advisor.

Each site had two Title VII-funded staff members--a paraprofessional and a resource specialist. Paraprofessionals were bilingual in Haitian Creole and English. The resource specialist at Prospect Heights High School was bilingual in Haitian Creole. The resource specialist at George Wingate High School was fluent in French, Spanish, and Haitian Creole.

II. IMPLEMENTATION

PROSPECT HEIGHTS HIGH SCHOOL

Student services began in mid-December, although late funding prevented delivery of instructional materials and computers.

Twenty CAP students in a pilot program took two periods of E.S.L., one of English, two of N.L.A., one of survival skills mathematics, and a double period of food management daily.

Other CAP students met weekly with the CAP site coordinator in groups of four or five on a rotating pullout basis. CAP staff tutored students once or twice a week, as necessary. The resource specialist offered remedial lessons to CAP students in the classroom.

The project operated a night school for parents to learn English and study for the General Education Diploma (G.E.D.).

GEORGE WINGATE HIGH SCHOOL

The retirement of the assistant principal for foreign languages impeded implementation of the CAP program. Project staff tutored groups of students after school.

III. OUTCOMES

INSTRUCTIONAL

English as a Second Language

- As a result of participating in the program, 70 percent of the targeted students will demonstrate an appropriate increase in English proficiency.

Matching data were available for 215 students. The mean gain was 5.1 Normal Curve Equivalents (N.C.E.s) (s.d.=12.2), and analysis indicated a significant ($p<.05$) gain on the Language Assessment Battery (LAB). Project CAP met its objective for E.S.L.

Native Language Arts

- As a result of participating in the program, 75 percent of the targeted students will increase their proficiency in Haitian Creole/French.

Data were available for 205 students in the spring semester. Sixty-four percent of these achieved a passing grade of at least 65. The project did not meet its objective for N.L.A.

Content Area Subjects

- As a result of participating in the program, 70 percent of the targeted students will achieve scores at or above the passing criterion of 65 in the content subject areas of mathematics, social studies, and science.

In the spring semester, 80 percent of the students passed their social studies courses. Sixty-seven percent of the students passed their science courses. The proportion which passed mathematics was appreciably lower (46 percent). The project partially met its objective for content area subjects.

NONINSTRUCTIONAL

Attendance

- As a result of participating in the program, students' attendance will be significantly higher than that of mainstream students.

At both schools in the spring semester, project students had a significantly higher ($p<.05$) attendance rate than did mainstream students. The project met its attendance objective.

TABLE 1

Attendance Rates of Program and Mainstream Students by School

	Program		Mainstream
School	Number of Students	Percent Attendance	Percent Attendance
Prospect Heights	219	95.4	73.9
George W. Wingate	252	94.1	79.7

- At both sites the attendance rate of participating students was significantly higher ($p<.05$) than that of mainstream students.

Dropout Prevention

- As a result of participating in the program the dropout rate of the students will be significantly lower than the dropout rate of non-program failing students.

In the spring semester, the dropout rate for Prospect Heights students was zero percent, and for George Wingate students was 15.4 percent. (See Table 2.) The dropout rate for participating students was significantly lower than that of mainstream students only at Prospect Heights High School. The project partially met its objective for dropout prevention.

TABLE 2

Dropout Rates of Program and Mainstream Students by School

School	Program		Mainstream
	Number of Students	Percent Dropped Out	Percent Dropped Out
Prospect Heights	155	0.0	7.1
George W. Wingate	117	15.4	5.4

- Only in Prospect Heights High School was the dropout rate of participating students significantly lower ($p<.05$) than that of mainstream students.

Attitude Toward Cultural Heritage

- As a result of participating in the program 75 percent of the targeted students will demonstrate an improvement in attitude toward cultural heritage.

OREA could not assess this objective due to lack of data.

Attitude Toward School

- As a result of participating in the program the students will demonstrate an improvement in attitude toward school.

OREA could not assess this objective due to lack of data.

Field Trips

- The program will organize at least two field trips to historical museums, the United Nations, the White House, etc., to increase their familiarity with American culture and citizenship.

Project CAP students from Prospect Heights High School toured New York City and planned a trip to Washington, D.C. The George W. Wingate High School site had not planned any trips. Although CAP did not organize trips for students at both schools, it met its objective for field trips as stated.

Career Conference Activities

- The program will organize at least one conference for students in which representatives of business and industry will present information on career options and skill requirements.

Haitian professionals spoke at Prospect Heights High School on how they had achieved success in New York. Project CAP also planned to bring students to a bilingual career day at York College. The project met its objective for career conference activities.

Staff Development

- As a result of participating in the program, there will be an increase in awareness of pupil problems and needs by program staff.
- Ninety percent of program staff will enroll in at least one college or university course during the year.

Staff members conducted informal interviews with students to learn their needs. The project did not provide documentation of an increase in awareness of pupil problems. OREA was unable to evaluate the first objective for staff development because of a lack of data.

Less than ninety percent of program staff enrolled in college or university courses. Project CAP failed to meet its second objective for staff development.

Parental Involvement

- An equal or greater proportion of participating students' parents as mainstream parents will participate in open school day/evening.

Data were not provided on program parents' attendance compared to mainstream parents' attendance. OREA was unable to

determine whether Project CAP met its objective for parental involvement.

FOLLOW-UP OF PROJECT PARTICIPANTS

The project did not provide follow-up data on project participants.

IV. CONCLUSIONS AND RECOMMENDATIONS

Project CAP operated at Prospect Heights and George Wingate High Schools in Brooklyn. Implementation at George Wingate High School was limited. Participating students received instruction in E.S.L., N.L.A., and career education to Haitian Creole- and Spanish-speaking LEP students.

Project CAP met its objectives for E.S.L., attendance, field trips, and career conference activities. It met its dropout prevention objective only in Prospect Heights High School. Project CAP partially met its objectives for content area subjects. The project failed to meet its objective for N.L.A. and one objective for staff development. OREA was unable to assess one objective each for attitude toward cultural heritage, attitude toward school, staff development, and parental involvement.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Implement the full range of proposed activities at George Wingate High School.
- Provide appropriate data for OREA to evaluate all objectives.